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ABSTRACT

This report of the Southern Regional Education Board (Atlanta, Georgia) offers results of a study of black student attitudes, and statements by the project coordinators on these results. Teachers, parents, community leaders, and students attending high schools and junior colleges in five communities were interviewed to provide the information. These data emphasized the following: (1) major factors encouraging junior college attendance; (2) financial barriers and resources; (3) program and enrollment offerings and opportunities; (4) quality of instruction; (5) perceived attitudes of white students and teachers; (6) admissions policies; and (7) aspirations and future plans. Subsequent statements by the project coordinators emphasized related concepts. One of these dealt with the need for college administrators and educators to perceive and react to differences in the problems, backgrounds, and motivation of black and white students in order to make the college experience successful for both. Another concept concerned the development of administrative leadership able to organize the school and to gain enough personal commitment at the school and community levels to provide successful programs for the disadvantaged student. Third, the role of the counselor in relating to and providing helpful guidance for the black student was outlined. Finally, institutional approaches to the problem of equal educational opportunity, and suggestions for solving the problem were reviewed. (JO)

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New Challenges to the Junior Colleges

Their Role in Expanding Opportunity for Negroes

A Progress Report

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Institute for Higher Educational Opportunity
SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, N. W. Atlanta, Georgia 30313

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FOREWORD

Public junior colleges are a major resource for providing equal educational opportunity for black students in education beyond high school. The Southern Regional Education Board (SREB) is engaged in a three-year project designed to expand and deepen the contribution these institutions may provide for Negroes in the South.

An "open-door" policy in admissions is not enough. We must know more about these students—their aspirations, their attitudes toward the junior college as a viable option for continuing their education, and their instructional needs. On the basis of this knowledge we must design and test new ways to interest more black students to attend the junior college and to achieve success when they do enroll.

This document is a progress report which describes what was learned during the first stage of the project. The focus was upon discovering what attitudes black high school students had toward the junior college and what assessment those who were already enrolled in the junior college had made of their experiences there.

The observations and implications which are presented in this report will not, of course, apply to all situations. They were derived through extensive interviews in five communities. The high degree of consistency in the responses and in the appraisals formulated by the five coordinators, however, justify giving serious attention to these materials.

A variety of action programs are now being tested in the five junior colleges participating in the project. In addition, innovative programs in a number of other institutions are being studied. A summary and evaluation of these activities will be published when they are completed.

Appreciation is expressed to the Carnegie Corporation for its support of the junior college project and to the five participating institutions.

Winfred L. Godwin, Director
Southern Regional Education Board

SUMMARY OF OBSERVATIONS

Why are black high school graduates not attending public junior colleges in their communities in as large numbers as might be expected? What are their attitudes toward the junior college? What factors influence black students' choices about attendance and type of post–high school education? How do black students feel about the junior colleges they attend?

To obtain information about these questions and others, a study was made of the attitudes of black students enrolled in high schools and junior colleges in five communities. Trained interviewers talked at length with approximately 400 students and with teachers, parents, and community leaders. On the basis of the interview reports, the judgments of interviewers, and information from junior college leaders in other communities, certain observations were formulated. (See Appendix A for a summary of project procedures and Appendix B for an analysis of interview data.)

These observations are not generalizations which apply to all students interviewed. They will not be found to exist on all campuses. The consistency and the frequency of their appearance in this study, however, suggest that they deserve the serious attention of those educators and leaders who are endeavoring to relate the public junior college to expanding opportunity for black members of its community.

Observations

Black students attend junior colleges chiefly because of low costs, proximity, and educational programs. Other factors related to their decisions to attend junior college are the influence of parents, especially mothers; older friends who had attended or are attending the junior college; "open-door" admission policies; and the desire to transfer to senior colleges. Many students interviewed said high school teachers and counselors had little effect on their decisions to attend junior college.

Many of the black students, however, feel a junior college is inferior to a senior college and that "terminal" programs have less status than do non-terminal programs. They feel black students should not settle for anything less than what they perceive to be the "best."

Most black students who took part in the study said educational offerings and the quality of teaching in junior colleges are satisfactory, but they expressed strong reservations about the attitudes of some of the teachers toward blacks.

These students feel blacks are not accepted by white students into campus life and that administrative procedures are not conducted with an awareness of the specific needs and problems of black students. They think there should be more black faculty and administrators and more "black studies" in the course offerings, but they are divided on whether the material should be taught in separate courses or included in existing courses.

Many of the students were critical of remedial and compensatory programs and standardized tests. They were not critical of the content of the remedial and compensatory programs but criticized the programs for making the black students feel unprepared and inferior. Many of the black students consistently indicated that they feel that standardized tests do not measure their potential fairly. Further, they feel that test scores are often unfairly and unwisely used by those planning their educational programs. They also doubt that career counseling to suit their needs is available in their high schools and junior colleges.

Other observations from the interviews are:

> Black students from integrated high schools have fewer adjustment problems than do students from predominantly black schools. The reasons for this condition are complex and as yet not clearly understood.
>
> Black students' aspiration patterns are often vague and unrealistic, even though more than three-fourths of those interviewed said they want to go to college.
>
> The desire to earn money frequently causes black students to drop out from junior college.

Implications for Action

An analysis of action programs to assist junior colleges in meeting the needs of black students will be presented in a subsequent publication. In the interim, the material obtained in the first stages of the project suggests a number of activities to be undertaken by junior colleges.

Junior colleges must meet the needs of black students in a way that will minimize the students' racial identity and not cause alienation. Black students, faculty, and community leaders should participate in designing programs to attract and to serve black students. These programs will require special funding for implementation.

How can junior colleges attract and keep black students? They can bring them to their campuses while still in high school and introduce them to existing opportunities; they can also provide information about curriculum, compensatory programs, and student financial aid.

Other ways of assisting black students include conducting workshops for high school and junior college administrators on student admissions; having black junior college students visit high schools and talk about the junior college program; holding meetings with parents; offering off-campus courses in black neighborhoods and summer courses to prepare students for entry into junior college.

One of the greatest needs in junior colleges is career counseling to introduce black students to the opportunities open to them and the educational training related to these opportunities. Counseling, however, should begin in elementary school and continue through high school into junior college. A comprehensive counseling program calls for joint planning and implementation by the public school system and the junior college.

Since many black students feel alienated when they begin campus life, black faculty and black students already on junior college campuses can help them achieve a

sense of belonging. Student leaders should plan ways of introducing black students to the campus social and cultural life. Courses in literature, history, and the fine arts should include materials on the contributions of black people so that the black student's identity in a pluralistic society can grow and be recognized. In addition, second-year black students can tutor first-year black students.

Junior colleges could contribute much by finding other ways of graduating students than the traditional method of time spent, accumulated credits, and course hours. Underprepared students tend to drop out of school if they cannot meet conventional schedules, although many of them can succeed if programs are designed which allow them to proceed without embarrassment at a pace suited to their needs. Some compensatory work may be included in regular credit courses along with tutorials, extra sessions, and reduced loads to achieve a balanced student-motivated pace.

Lack of money is the major reason which black students cite for dropping out of junior college. To counteract this, institutions need to establish financial counseling services, provide work-study programs and career counseling services.

Programs for summer and part-time employment are needed to assist students financially and to provide experiences helpful in developing mature aspiration patterns and career goals. Community industries, businesses, and professional groups should cooperate with the junior college to provide student employment and to make visible to black students opportunities which exist.

A system of statewide grants-in-aid should be established to assist economically disadvantaged junior college students who are qualified to attend senior college. The program needs a built-in advisory service to insure that black students are assisted in applying for and in receiving aid.

Procedures may be established to facilitate the transfer of students between vocational-technical institutes and junior colleges when such transfer is in the interest of the individual. Also, procedures ought to be established to assist black students in making contact with senior colleges when it is in their interest to continue their education beyond junior college. These services should include assistance in making application and in finding financial assistance when it is required.

Placement offices should include staff people who are familiar with job opportunities for black graduates and who are skilled in communicating with them about these opportunities.

CONFERENCE STATEMENTS

The coordinators of the project at each of the five participating junior colleges met for two days with staff from the SREB Institute for Higher Educational Opportunity. This meeting was held at the end of the first year of project activity, and the observations and implications for action were defined at that time. In addition, however, several statements were developed which reflect ideas the group felt should be included in this report.

Mrs. Claretha Carnegie, who administered the project at Polk County Junior College in Winter Haven, Florida, said that problems faced by black students on the integrated junior college campus would not be solved until more people learned how to "think black." She was asked to explain what she meant by this expression, and the following statement is the result.

Thinking Black

The question was raised "When does an educator begin to think black?" The reply is given that a black or white educator begins to think black when he accepts the fact that the open-door policy does not have the same connotation for the black student as it does for the white. For the black student, the process of testing and screening is so complicated, complex, and misunderstood by him that he may have developed mental attitudes that help to defeat his efforts to successfully pass the tests. An educator begins to think black when he recognizes the testing problem and begins to seek ways to find the pass key that will get the black student through the testing door.

An educator begins to think black when he can look beyond the veneer of complacency of the black student or understand the outward show of hostility of the black student placed in compensatory programs. Thinking black, the educator is able to understand how the students, parents, and members of the black community may view the black student's presence in the college.

Being desegregated, but isolated, in an "integrated setting," is for them segregation new style. Another impressive fact, closely related to how the students view themselves and how others view them, is the unfortunate psychological effect upon the aspiring, capable black student in the compensatory classes. In these junior college classes the black student often feels that, regardless of his personal attainment, the group with which he is now identified is viewed as less able, less acceptable than some of the former classmates with whom he has been associated in an integrated high school.

The impact upon the self-image and motivation of the student—as revealed in our on-campus interviews—is the most tragic outcome of this new segregation. The challenge for the educator is to use additional diagnostic tools to help in identifying the capable student and move him into the mainstream of the college curriculum, and by similar means to identify and retain the less able so

that he can get the individualized help for the elimination of his educational deficiencies. Thinking black is seeing the black student as an individual with varying abilities.

Thinking black is encouraging the black student to enter campus political and social organizations. The black student as well as the white student must realize that the interrelationships developed in competitive situations will enhance his chances for successful endeavors after he assumes his place in his own community.

The question was raised whether thinking black may be conceived as a subtle attitudinal change that becomes overt in the form of actions bringing about educational changes within the established order which in the end will benefit black and white. Or, thinking black, the educator seeks the unsought; devises means to test the untapped knowledge; explores and challenges fully the untapped rich resources of the black student so that the junior college open-door policy can become in reality a door to the American way of life.

Dr. Harold Kastner, then vice president of Polk County Junior College and now assistant director of the Florida Department of Education's Division of Community Colleges, called the attention of the group to some of the problems faced by the administration in meeting the requirements of disadvantaged students, and in particular of the minority group disadvantaged students. The following summarizes his comments.

The Role of the Administrator

The community college and its community are seldom ready to undertake a comprehensive program for the disadvantaged student. Implementation of such a program requires that an educational environment be established which is conducive to its achievement. Administrative leadership is needed to develop an appropriate organizational structure and personnel commitment before such a program can be implemented fully.

The organizational structure must provide a vehicle which will facilitate the development of the program. Those aspects of the structure which must be considered include governing board policies, internal operating procedures, admission requirements, curriculum flexibility, and standing or *ad hoc* committees responsible for assessing, evaluating, motivating, and facilitating the actions of the educational vehicle. A deviation from traditional academic patterns and practices is generally a requirement for developing this structure. Adequate financial support is especially necessary. Budgets which provide special facilities, equipment, materials, and supportive personnel need to be made available in advance of student involvement.

All personnel responsible for creating the educational environment must be oriented and trained for this task. Too often those responsible for such programs overlook the role played by noninstructional employees in interpreting the college to its public. Switchboard operators, receptionists, secretaries, and office clerks are often the first contacts students have with the college. For some it may be the first and last contact if the attitudes evidenced suggest an atmosphere either foreign or nonidentifiable to the black student.

Professional personnel must especially be made aware of the characteristics of the disadvantaged student. Teachers, counselors, and administrators at all echelons must become familiar with these characteristics and adjust their roles accordingly. The most ideal situation would be to have all personnel involved and committed to the program. Realistically, however, some may be too ensconced in traditional concepts or have personal culture characteristics which prohibit the necessary identification and acceptance of black students. These individuals should be excused from the mainstream of the project, and their contact with the disadvantaged student should be minimized. Stronger measures may have to be taken with those individuals who are so oriented that they cannot accept the college's philosophy and direction and who become a detriment to the program's success.

Selection of key personnel is a major undertaking. Black employees are essential to gaining the mutual trust and understanding which are basic ingredients of the program. Few white employees can counsel and penetrate racial barriers that have deeply rooted cultural foundations.

The success of such a program is as dependent upon the attitudes of the community being served by the college as it is upon its employees. Those responsible for the program must become actively involved in a public relations program which is directed towards keeping its public informed. Parents, employers, and neighbors need to be aware of the college's efforts and be willing to support it when necessary. Similarly, those involved in feeder school systems must be apprised of the program's goals and their aid enlisted if possible.

Implementing programs for the disadvantaged requires that all of the above items be considered in advance of the project and planned to occur either simultaneously or in a meaningful sequence. Above all, those involved in the program must become convinced of the need for the effort and be motivated to keep trying when faced with frustration. The administrator should be available for idea-sharing, counsel, and planning and especially to provide encouragement, understanding, constructive criticism, and strong support as needed.

Mr. Ivie Burch, administrator of the project at Gulf Coast Junior College, had great concern for the role of the counselor. His words are meaningful to all counselors of black youth, whether the counselor is black or white.

The Role of the Counselor

Counseling may be defined as expert help in finding solutions to the broad spectrum of problems that may be experienced by students. Black students are especially in need of counseling from individuals who understand their problems. Since the counselor is the main advocate of counseling, it follows that the counselor should be ready to put aside his traditional orientation and deal with the problems confronting his black counselees.

In the first place, black male students have a dire need to express their masculinity. The counselor can aid these students by encouraging them to become actively involved in the political structure of the campus and by helping them to develop facility in assuming new roles.

In addition, the counselor must recognize the many years of impact by social

customs which developed a sense of inferiority in the black male and was damaging to his masculine self-image.

Secondly, the counselor must reinforce the basic truth that black people have dignity and worth, enhancing the self-concept of the black students. This reinforcement can be accomplished by his being available to these students for career and personal counseling.

Thirdly, it is the counselor's responsibility to help the black student to find his role in the real "new society" confronting him at the junior college. This too can be accomplished by helping him to develop techniques of dealing with this new reality. Every counselor is cognizant of these employable techniques, for they are primarily middle-class manipulative skills. Therefore, the extent to which the student personnel professional shares and gives of himself in the development of adequate responses by his counselees will be proportional to the upward mobility of black students in the campus social structure. Equally important is the interpretation of test scores consistent with latest psychological findings. The professional integrity of the counselor and the "equal opportunity for all" concept expounded by junior colleges are placed in jeopardy by practitioners who fail to utilize psychometric data properly.

Integrity, of course, for the counselor has meaning only to the degree that it allows him to function as a free agent—serving the needs of all students. Students do not need a counselor who is a disciplinarian first and a student helper who guides students through problematic situations second. Regardless of the scope and nature of the problem, a counselor's first obligation is to the needs of his counselees.

At the same time, his knowledge of human relations and how people develop self-concepts should be broad enough to allow for persistence in his effectively relating to students of diverse cultural environs and other divergent tangents of the junior college populace.

In a group as diverse as the junior college population, it is very important that one realize that the prevailing needs are, for the most part, less convergent than the racial differences. Careers, personal dignity, personal identity, and psychometric information mean different things for different students. "Infinite variety" describes the needs of the junior college students in terms of type and degree. Variety is one offspring of change. Hence, the challenge presented by the post–high school students in transition demands a reexamination of competencies possessed by the counselor with respect to technological development and psychological expressions of students.

Career choices for college youth have mushroomed far beyond expectation; freedom of expression in one or more of its many forms is on the agenda of the counselor each day; the concepts that were once held sacred are now extremely pragmatic; and the only permanent fixture is change. In the vernacular of youth with this back drop of "reals," the counselor must view his bag as zero if he is not with what's happening. He is equally obsolete if he cannot comprehend the motivation of today's youth—black and white.

Implications are that retraining and changes in value systems are inevitable if one believes his calling is to serve the present age. Counseling along the entire

educational continuum is inescapably involved. Elementary, secondary, and college counselors must see the problems of the present age as being far more important than any level of education or any sacred cow.

As a natural result, new people with new job descriptions and new philosophies must replace the traditional concept of "counselor" if the challenge of the universal nature of chaos is not understood and accepted by the present educational structure.

Finally, a counselor cannot be effective if he feels threatened by the needs of the black student and the approach that many black students are presently using to satisfy these needs.

Near the close of the two days of work, the Reverend Colemon W. Kerry, Jr., coordinator of the project at Central Piedmont Community College in Charlotte, North Carolina, gave a concise and sharply delineated overview of the setting within which the group had been discussing specific problems.

From Desegregation to Integration

Since the historic Supreme Court decision of 1954 which outlawed segregation in public education, school boards, trustees, and administrators have sought means of compliance with the law.

In an attempt to destroy the dual system and create a unitary system, several things were done:

1. At the elementary and secondary level, some all-black schools were closed and these black students were assigned to all-white schools.

2. White college boards changed their policy and began admitting black students for the first time.

Sixteen years have passed since that historic decision, and yet segregation still exists, and where desegregation has been achieved, there is sometimes stress, tension, and unrest.

Blacks find it increasingly difficult and frustrating to understand how they are *accepted into* these institutions and yet *rejected by* the institution.

Studies have revealed that governing boards have dealt with techniques of compliance but have evaded the more responsible task of developing plans for true integration.

At the senior and junior college level, blacks were accepted but found no way of breaking through the barriers within these institutions to become a part of the mainstream of college life. Out of this frustration the separatist movement was born.

The junior college tried another technique to attract more blacks, namely the so-called "open-door policy." This policy simply meant that any student wishing to attend found no causes that would hinder him. This too has not met with success.

> The big question then that seeks an answer is, "How do you integrate black students into the mainstream of desegregated educational institutions?"
>
> We have been warned against "putting new wine in old wine bottles." The significance of this concept is applicable to the current social and educational revolution through which the nation is going.
>
> How can we rebuild a new system on old foundations, outmoded concepts, customs and traditions long since proven unsound and impractical?
>
> To attempt integration without fully assessing the problem and developing a plan geared to the new order is putting new wine in old wine bottles. Disaster is the result.

What, then, can these institutions do to resolve this problem? First, they can become aware that the problem exists. There are institutions which have reacted to campus unrest and have dealt with policies to cope with unrest—effects—but which have taken no steps to prevent uprisings—causes. This problem should be acknowledged where it exists. Administrators and staffs should work together in assessing this problem and in recommending to governing boards corrective measures.

Secondly, institutions can effect change through policy development. Policies should be clear, concise, and easy to follow. Oversimplifications should be avoided and complex ideas should be made understandable.

Third, specific policies should deal with many aspects of campus life, including standards of admission and use of standardized tests; black student representation in student government, achieved without doing violence to the democratic process; grievance procedures, outlining channels of communication and deletion of red tape; curriculum development, identifying policies which encourage innovation and creative change; campus organizations, dealing sensitively with student need to get along with all people and objectively with organizational need to be inclusive rather than racially exclusive.

Other areas which the institution itself can identify and move actively into include programs of student orientation, in-service sensitivity training for its faculty and staff, and counselor education reflecting new dimensions and insights.

Should having institutions pay attention to all of these areas suggest that the black student is something special? Must all of these attempts be made out of consideration for the wishes and needs of a minority group? Contrary to the beliefs of some, the answer is "No."

These programs are suggested to aid every student in the development of his potential to its fullest capacity; to give every student equal opportunity to a quality education; and to avoid, as far as possible, doing this at the expense of either the black or the white student. A full plan of operation, supported by policies, authority, and a time table for implementation is a first step in the right direction.

A FINAL WORD

Perhaps no other institution of higher learning more closely mirrors its community than the public junior college. Its students come from all segments of the population. To a degree, the problems and tensions of the community will be reflected on the junior college campus. And, in reverse, the success of the junior college in bringing students of diverse backgrounds into a shared experience of instruction and of campus life may be expected to have an impact upon the community.

Efforts which are made to improve the services of the junior college to black students not only should benefit individuals by expanding opportunity but also should increase understanding among the various components which make up the community serving the junior college.

College officials and V. L. Ramsey, SREB project administrator, compare notes at a writing conference. Left to right are Dr. Harold Kastner, vice president, Polk County Junior College; Ivie Burch, coordinator, Gulf Coast Junior College; Mrs. Trinette Robinson, coordinator, Palm Beach Junior College; Ramsey; Rev. Colemon Kerry, coordinator, Central Piedmont Junior College; Mrs. Claretha Carnegie, coordinator, Polk County Junior College; Fred Adams, coordinator, Lee Junior College.

Appendix A
BACKGROUND AND PROCEDURES

The Southern Regional Education Board report, *The Negro and Higher Education in the South*, indicates that the public junior colleges of the region will play a crucial role in determining the degree to which equal opportunity for Negroes in post–high school education is achieved. Among the major recommendations in the report, which was adopted by the Board at its 1967 meeting, is one which states:

> The Southern Regional Education Board should take the leadership in mounting an intensive effort to develop concepts of how public junior colleges can expand their role in service to Negroes. This effort should involve all interested agencies and organizations, and it should develop materials to assist in junior college planning and high school counseling for potential junior college students.

On July 1, 1968, the Southern Regional Education Board initiated a three-year project designed to implement this recommendation. A grant of $250,000 from the Carnegie Corporation for the three-year period is providing basic support. The program is administered by SREB's Institute for Higher Educational Opportunity.

The development of public junior colleges in the South is following a history quite different from the development of senior colleges. The junior college movement is so relatively new that a dual system of institutions, some primarily for white students and some primarily for black students, has appeared in only a few locations. In general, the developing junior college systems have been integrated from the first or have moved rapidly toward full integration. In spite of an open-door policy, however, Negroes have not enrolled to the extent which should have been expected. For example, in one state which had a total enrollment of 8,000 students in its public community colleges in 1967-68, only 350 were Negroes. Although there are signs of growing attendance by Negroes, the full use of junior college resources will require a deepening and an expansion of programs designed to inform Negroes of the opportunities available, to assist them in making application and finding financial aid, and to develop on-campus activities and procedures appropriate to their needs. This type of planning must be based upon an understanding of the attitudes of black high school students toward the junior college as a choice for further education, their expectations and aspirations, and appraisals of their experiences by those now attending the junior college.

It is important to recognize the breadth of preliminary study and of action programs which will be required. The questions to be faced include more than a review of educational programs, although such a review is vital. The success of the junior college in meeting the needs of Negroes in the community depends on cooperation with the high schools in the area served, on joint planning with senior colleges and universities regarding criteria for admission to junior year programs in those institutions, and on the establishment of community support and cooperation.

The goals set for the first year of the project—1968-69—were first, to discover the major factors influencing the decisions made by black high school students on attending or not attending the public junior colleges in their own communities; and second, to secure from black students enrolled in the junior colleges an appraisal of their experiences and attitudes toward these institutions.

The use of the questionnaire technique as a means of determining Negro attitudes toward the junior college was rejected. This type of survey would not penetrate beyond the more superficial responses, and the very formulation of questionnaire items would constitute a limiting selective factor in securing replies. A better approach, it was decided, would require interviews conducted by qualified Negro staff on a one-to-one basis with black students now enrolled in junior college, with black high school students, and with parents, teachers, and other community persons who had intimate knowledge of Negro young people. It was therefore decided to select five public junior colleges in which both college and community cooperation could be secured for this type of study.

The process of selection was itself an interesting and revealing experience. No college was to be selected unless there was evidence that the administration, faculty, and governing board would give the project full support. The cooperation of the administration of the local public school system was also necessary. A third requirement was the appointment of a bi-racial project advisory committee of responsible citizens in the community.

Finally, there must be a black staff member whose part-time services could be secured and who, in the judgment of both the college and the SREB staff, would be capable of conducting the project interviews. In addition, the five colleges selected should represent a variety of community settings. The institutions selected were:

Central Piedmont Community College	Charlotte, North Carolina
Gulf Coast Junior College	Panama City, Florida
Lee Junior College	Baytown, Texas
Palm Beach Junior College	Lake Worth, Florida
Polk County Junior College	Winter Haven, Florida

Central Piedmont Community College in Charlotte, North Carolina, is in an area of approximately 300,000 people, about 81 percent of whom are white and about 19 percent non-white. Two universities and seven colleges, including the community college and three business colleges, enroll 11,000 students. Several vocational schools round out the community's post–high school educational resources. The college enrollment contains a lower percentage of black students than the percentage of blacks in the total population. Of the black students enrolled in post–high school programs, 65 percent are found in vocational-technical and terminal programs and 35 percent are in academic or college transfer programs. The community's economic enterprises include textile and heavy industries, chemicals, data processing in 150 computer centers, agriculture and related business.

Gulf Coast Junior College is in Panama City, population about 40,000, on the Florida gulf coast midway between Tallahassee and Pensacola, the western terminus of the Florida panhandle. The population of the junior college attendance area is approximately 81 percent white and 19 percent black, the same ratio as that of the Central Piedmont area. But the economic activities and resources, in marked contrast to

those of the Central Piedmont area, consist of tourism, paper industries, and two military installations. The black population in the junior college is lower than the percentage of blacks in the population of the community.

Lee Junior College is in one of the most rapidly developing suburban areas of the Houston metropolitan complex. The population of Baytown, the site of the college, is approximately 46,000, about 10 percent of whom are black. Blacks constitute less than 2 percent of the college enrollment. The Baytown community, a suburb of Houston, is endowed with recreational facilities and cultural resources. Among the industrial developments of the area are Humble Oil Company refineries and U. S. Steel Corporation plants.

Palm Beach Junior College, one of the oldest junior colleges in Florida, is located in the Southeastern coastal area of the state. Blacks comprise over 20 percent of the more than 300,000 residents of the county, but only about 5 percent of the junior college enrollment is black. The community has more diversified economic enterprises than has Panama City. Industry ranks first in its contribution to the economy of the county with tourism and agriculture running a close second. There is a strong demand for skilled and semiskilled workers with a serious shortage of qualified applicants. Other areas of employment opportunities are clerical, sales occupations, professional and managerial services.

Polk County Junior College is in the middle of the Florida peninsula. The attendance area spreads over 2,048 square miles or 1,310,720 acres. Polk County's economy is supported by three main sources: agriculture, which produces about 50 percent of the area's income; tourism, which contributes almost another 25 percent; and industry which provides about the same as tourism.

There is a total population in the attendance area of about 200,000 people. Eighty-one percent of this population is white and 19 percent black. Black enrollment at the junior college is about 9 percent. The employment opportunities are in the skills and technical areas. It is indicated that much development should occur in the area of vocational-technical training along with the transfer program.

A meeting of the Negro coordinators* from each of the colleges was held in Atlanta to formulate the pattern of interviews. In addition to the interviewers themselves, several other participants who were expert in designing interview techniques were invited to the conference. A uniform approach was defined with a form for reporting each interview so that the data could be used for analysis. At the same time, an interview procedure was developed so that an informal and conversational relationship would be maintained. The interviewers were brought together at intervals during the year to share experiences and to make any modifications in procedures uniformly.

While the planning for the three-year junior college project will remain flexible to take advantage of the experiences gained during each phase, the main focus of activity for each of the three years has been established. During the first year, the emphasis has been upon discovering the major reasons influencing Negroes to attend the public community college and upon the attitudes developed by black students toward the institution. In the second year, a number of action programs are being tested to determine their value in expanding and improving services which the

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**For biographical sketches, see Appendix C.*

institutions may provide to Negroes. In addition to these pilot projects, information about other significant programs is being secured. During the third year, the emphasis will be placed upon sharing what has been learned throughout the region by means of institutes, workshops, consultations, and other procedures. A publication at the end of the second year will summarize the action programs tested in the pilot projects and those reported by other junior colleges. It is anticipated that additional materials will be prepared for the use of institutions and planning groups concerned with the role of the public junior college in meeting educational needs of Negro students in the South.

Appendix B
SUMMARY OF INTERVIEWS

Coordinators interviewed 148 students in the five junior colleges. Seventy-eight percent listed three major factors concerning their reasons for attending junior colleges—cost factors, proximity, and the type of program offered. There were differences among the institutions in the order of the three factors, but in all cases these factors were listed as the top three.

Rank Order of Factors Influencing Decisions to Attend Junior College

		Individual Colleges				
Factor	Total	A	B	C	D	E
Cost	1	2	2	1	1	1
Proximity	2	1	3	2	2	2
Program	3	3	1	3	3	3

Tuition and related institutional costs are not the only financial problems students face. In many cases, students contribute to the family income and work while attending college. For many of them, a full-expense grant to a residential college would not solve their financial problems because it does not help their families.

There is a major rank differential between colleges A and B regarding proximity and program. The project staff feels the difference is not proximity but program offerings. College B emphasizes work-related curricula and is the only institution in its area to do so. College A offers similar programs, but it is in an area where other institutions emphasize work-related curricula. Students in the College B area are highly aware of the work-related opportunities.

Other factors influencing the decisions of students are parents, especially the mother; friends who had attended or are attending the college; more flexible admissions standards; the desire to prepare for a senior college.

Only two students said a high school teacher or counselor had an influence on their decision to attend junior college.

Student Attitudes about College

About 90 percent of black students interviewed feel the courses of study at the junior colleges meet their needs. There is, however, vigorous criticism of the guided studies program.

Students said the programs cause them to feel rejected or alienated. One student said the program "is OK, it's me that's wrong." They said the program was like being set back a grade.

Ninety percent also said they are generally satisfied with the quality of instruction, but they expressed strong reservations about attitudes of some teachers toward black students. Thirty percent said the greatest change needed on campus is in the social attitudes of white students and teachers. They said black students should have more opportunity to participate in the life of the college. These two points were made at all five institutions.

A second group of desired changes centers on administrative procedures, registration, class hours, schedules, participation in sports, and food services. Students also want more black students and black teachers.

Eighty-six percent of the students said they felt the junior college was an "open-door" institution in its admissions policy but not really open in what occurred after admission. This attitude relates to the requirement of guided studies courses and ineligibility to enroll in courses when there is an indication of lack of preparation. Others feel the college is not open in social opportunity.

Eighty-five percent of the students said they would recommend the junior college to a friend or relative, indicating that students regard the junior college as an important educational resource despite their reservations.

Future Plans

Fifty-five percent of the students said they plan to continue their education after junior college. Twenty-five percent hope they can combine work and education while about 12 percent expect to go to work.

The results are consistent with the aspiration studies of Negro college students. There is strong motivation to secure a college degree. At College B, however, 79 percent said they plan to go to work after completing junior college. Students ranked College B's programs as their major reason for attending. The college is the one institution in its general urban area which emphasizes career preparation.

Students at this institution differ from the others by choosing the college for its particular programs and by saying that work was their first choice after graduation. This high degree of consistency between aspiration at the time of admission and plans for the future at graduation suggests the college's educational objectives are known and are a factor in attracting students.

Responses of High School Seniors

Seventy-seven percent of more than 250 black high school seniors who resided in districts served by the five junior colleges said they plan to continue their education. Approximately two-thirds of them look forward to professional careers or semiprofessional occupations. Twenty percent said they want to enter blue-collar or other occupations while 13 percent are undecided about their careers.

Thirty-seven percent said they plan to attend a junior college and 36 percent a senior college or university. Nine percent plan to enter a vocational-technical school. The remaining 18 percent will attend other institutions or are undecided.

About one-fourth of the group credit their mothers with having most influenced their decision to continue their education. Only half as many said their fathers were a major influence. About one-fourth said "nobody" influenced their decisions. Small percentages of the group mentioned other members of the family, friends, teachers, or counselors. It is noteworthy that so few attribute any major influence to teachers or counselors.

Topics covered in the interviews related to post–high school educational and career plans, where they plan to continue their education, factors that influenced their decision, how they will finance their educations, how well they feel prepared for college work, and their hope of achieving educational and career goals.

The reasons seniors give for selecting a particular institution are the same as those given by junior college students—low cost, proximity, available transportation, and programs offered. Almost three-fourths of the seniors are seriously considering the junior college in their community.

Financing their education is a crucial question. Most students listed a combination of sources of financial support in which work and family assistance were the most frequently mentioned.

About three-fourths of them feel they are prepared for college work; about nine-tenths see a way of reaching their goals; all but 4 percent say they are willing to spend the time and effort necessary to attain their goals; and about two-thirds think the future looks bright.

Appendix C
PROJECT COORDINATORS

FRED E. ADAMS is on the faculty of Lee College, Baytown, Texas. He secured both his undergraduate and his master's degree from Prairie View A and M College. He taught social studies in the Baytown secondary school for 20 years, and then became a member of the faculty at Lee College. He has done additional graduate work at the University of Denver. During the Second World War, he served with the United States Navy. His major interest in teaching is sociology and black studies.

IVIE R. BURCH is director of testing at Gulf Coast Junior College. He is a native of Florida and secured his undergraduate training and a master's degree at Florida A and M University. His teaching field is mathematics, and he has also held administrative positions in high school and in junior college. He has actively participated in professional and in community organizations.

CLARETHA HARRIS CARNEGIE serves as a member of the English faculty at Polk County Junior College in Florida. Her baccalaureate degree is from Florida A and M University and her master of arts is from Teachers College, Columbia University. She has been a leader in professional organizations and is president of the Polk County Council of Teachers of English. She has been a key person in the development of special programs for disadvantaged students at the junior college.

COLEMON W. KERRY, JR., had his college training at Bishop College, Morehouse College, and Shaw University. His theological education was secured at American Baptist Theological Seminary in Nashville, Tennessee. He is pastor of Friendship Baptist Church in Charlotte, North Carolina, and arranged for a part-time post at Piedmont Central Community College so that he could participate in this project. He is continuing that relationship during the second year of action programs now in operation. He is a member of the Charlotte-Mecklenburg Board of Education and serves on numerous civic boards, both at local and state levels. He has served as vice-chairman of the Mayor's Committee on Human Relations.

TRINETTE W. ROBINSON was born in Brooklyn, New York, and took her pre-college education there. Her post-secondary education was taken at Hampton Institute, Palm Beach Junior College, and Florida Atlantic University where she earned her bachelor of arts degree. She is continuing graduate work at that university in the field of political science. In addition to her work as coordinator of this project, she taught a course in black studies at Palm Beach Junior College.

Arrangements were made for the coordinator on each campus where the pilot projects were conducted to have released time to conduct the interviews and other activities connected with the program.

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